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| Assessment Task Planner  ***Sample Template*** | | | | | | |
| Year Group | 11 | Language | | Italian Cont | | |
| Name of Unit | Topic: Leisure  Sub topic: Travel | | | | | |
| Goals of the task | By doing this task, the students will demonstrate their ability to:   * Demonstrate the ability to respond to reading stimulus * Demonstrate ability to produce a persuasive speech | | | | | |
| Type of task  Eg. Group project; In-class test;  Take-home project; Presentation | In class – 2 lessons:   * Reading * tiered questions – summer holiday / winter holiday – itineraries * Speaking (2/3 min) * Persuasive speech on holiday destination – photos based on each itinerary | | | | | |
| The Task   * What will the students do? * How will they demonstrate their understanding? | Students:  Step 1: Students read 2 x itineraries and answer tiered questions  Step 2: Students are given 2 sets of photos to represent each of the holidays. They will verbally recount their experience of a holiday of their choice (from the 2) with a 2 min recount  Step 3: Teacher then ask some questions based on the theme (holidays).   * what’s your ideal holiday? * do you prefer summer or winter holidays? * what items are a must have? * who do you prefer to travel with? * would you go back to this place with your friends rather than your family? | | | | | |
| Skill/s to be targeted  (tick all that apply) | Listening | | Reading  \* | | Writing | Speaking  \* |
| Content  What knowledge will students be asked to demonstrate?  Eg. Daily Routine vocabulary, subjunctive tense | * Vocab specific to holidays * Past tenses – pp & imp * Expressing preferences, ideas, reasonings | | | | | |
| Syllabus outcomes | 1.2; 1.4  2.3  Reading – 3.1; 3.2; 3.3; 3.4; 3.5 | | | | | |
| Marking Criteria | Students will be marked on:   * Reading * Understands the gist of the text, interprets and evaluates ideas and information * Speaking * Fluency and Authenticity * Depth and Breadth of Vocabulary * Understands the gist of the text, interprets and evaluates ideas and information | | | | | |
| Feedback  How will feedback be provided? | To student:  To teacher:  To parents: | | | | | |
| Evaluation/Reflection  How will you evaluate the success of this task? |  | | | | | |
| Resources |  | | | | | |